Laying the Foundation Training Information for English

Phase I: Overview of English Guides

A one-day overview of the English guides designed for a vertical team of sixth grade through tenth grade Pre-AP teachers. Teachers will study the skill progression charts and learn the importance of moving through the levels of thinking in Pre-AP classes. Highlights from the Close Reading, Grammar, and Composition overviews will be discussed and teachers will work through selected Foundation lessons from each area. The overview will conclude with a discussion of skill-based planning and a review of a sample syllabus. Teachers will leave the training with lessons they can use immediately, and with a clearer idea of the type of planning required for an effective Pre-AP English class.

Phase II: Strand Specific – Teachers must have Phase I training prior to beginning Phase II.

Strands designate the major skill emphasis; however, every strand will draw on elements of the others. For example lessons in Close Reading Part I also include some grammar and composition skills. Training sessions will include a combination of Foundation and grade level specific lessons.

Close Reading Part I – Annotation and Analysis of a Text
This one-day session focuses on analyzing and annotating texts, linking devices to meaning and understanding the three levels of reading. Laying the Foundation consultants will review model lessons from the guides and work with teachers to create their own activity.

Close Reading Part II – Linking Devices to Meaning
This one-day session builds on the lessons from Part I and expands into activities focused around such skills as characterization, analysis of allusions and irony, strategies for interpreting poetry, etc. Participants will adapt a lesson from the guides for use with their own students.

Close Reading Part III – Analyzing an Argument
This one-day session focuses on analyzing argumentation and persuasion in nonfiction, drama, poetry, and fiction. Participants will practice identifying patterns of diction, imagery, and syntax used as tools of persuasion. Rhetorical strategies such as logical, ethical, and emotional appeals, organization of the text, concessions and counterarguments will also be reviewed. Working in pairs, teachers will write questions focusing on analyzing arguments.

Grammar Part I – Integrating Grammar, Exploring Syntax
This one-day session reiterates the idea that grammar can not be taught in isolation and discusses the distinction between grammar and syntax. Strategies and lessons developed to illustrate practical methods for integrating grammar instruction into the study of any
passage will be modeled. Participants will receive numerous lessons that can be used repeatedly with different passages.

**Grammar Part II – Linking Syntax to Meaning**
This one-day session focuses on analyzing how syntax reveals meaning. Teachers are introduced to different methods and strategies for connecting syntax to meaning, including sentence composing strategies. Teachers are guided through model lessons before applying these skills to creating an original lesson for use with their students.

**Composition Part I – From Journal to Essay**
This two-day session takes teachers from creating an essay to teaching students how to develop and organize an essay. Skill-focused dialectical journals are also modeled. During this session teachers will be asked to write in response to a prompt, as well as to create a series of composition lessons following a model from the guides.

**Composition Part II – Writing Persuasively**
This one-day session focuses on writing argumentation and persuasion. This session should be preceded by Close Reading Part I, II, and III as well as Composition Part I.

**Composition Part III – Finding Your Voice**
This one-day session focuses on practical strategies for teaching revision and editing, as well as techniques for developing style and voice. Participants will work through model activities and modify one of the lessons for use with their students.

**Putting It All Together**
This one-day session illustrates how to integrate the study of close reading, grammar, and composition within a lesson. Model lessons also provide guidance in how to move students from the lower levels of thinking to analysis, evaluation and creation. After studying several models, teachers will work in grade level groups to create a lesson.

**Developing a Syllabus**
This four-day session takes teachers through the development of a skill-based syllabus for Pre-AP. Syllabi organized by theme and genre will be studied as a models. A foundation syllabus that incorporates the lessons from the guides will also be provided for review. During the session teachers will create a skill-based syllabus within the framework established by the vertical team and District policy. These four days may be spread out through a semester, school year, or summer.

**Effective Assessment for Pre-AP**
This two-day session will begin with a discussion of the distinction between tests, measurement, and assessment. Teachers will evaluate and write AP-style multiple choice and free response questions, study a variety of rubrics, and evaluate student work using a rubric.
Phase II: Course Specific – Teachers must have Phase I training prior to beginning Phase II.

6th Grade Language Arts
7th Grade Language Arts
8th Grade Language Arts
Middle School Combination
English I
English II
High School Combination